

Grading letter criteria:

You clearly define how you grade. You describe your categories of grades (homework, quizzes, tests, etc.) and how grades in each category are used to develop a final grade for the course. The grading period is defined (9 weeks, semester, end of year).

You describe the grading scale so the parent understands the meaning of each letter grade or grading numerical range.

You justify why you grade in this manner. A clear connection is made between your grading practices and student achievement.

Rubic:

4- You include all criteria listed above. You make strong connections between your grading practices and your grading philosophy (the why). Grading practice and philosophy are related to student achievement.

3 – All criteria are include, but you do not establish strong justifications as to why you grade in a particular way. You do not link your grading practices to student achievement.

2- Grading practices are not adequately explained, leaving the reader with questions. The grading scaled is not clearly defined. Justifications for use of particular grading practices are weak. There is no connection established between grading practices and student achievement.

1 – Grading practices are not adequately explained, leaving the reader with questions. The grading scale is not defined. There are no justifications for your grading practices, and there is no link between grading practices and student achievement.